Instructional Product
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Instructional Product
Overview of Instructional Unit

Instructional Goal

Teachers will be able to build a more developed classroom community for the virtual setting. They will be provided with the tools, strategies and resources they need to strengthen their teacher-student interactions.

Performance Objectives

This instructional unit is split up into three subtopics: start of class procedures, live lesson interactions, and giving individual feedback.

For the first topic, start of class procedures, the performance goals are as follows. Using a piece of paper or notebook, learners will design a welcome screen to display at the start of class with what students need to accomplish at the start of class. Using a discussion, learners will know of at least ten questions for students to engage with other students at the start of class.

For the second topic, live lesson interactions, the performance goals are as follows. Using a chart, learners will list at least three types of student responses during a live lesson and brainstorm at least two examples of how learner can elicit those responses from students.

For the third topic, giving individual feedback, the performance goals are as follows. Using a piece of paper or notebook, learners will identify at least five types of feedback they can provide their students. Given a list of types of feedback, learners will be able to explain the effectiveness of at least three types of feedback.

Audience for the Instructional Unit

My audience is composed of fifteen public school teachers who are teaching in a virtual setting for the start of the 2020-2021 school year. Although they are very similar in the sense that they are teaching virtually there are some differences to be aware of. Culturally they bring

different experiences with them because they live in different regions of the United States, they teach different grade levels/subjects, they have taught for varying lengths of time and they bring their own personal background to their individual classrooms.

From my needs assessment, I have learned that these teachers are highly motivated to be successful at this task. I know this because they took the time, out of their already busy start to the school year, to complete my survey and wrote extensively about their experiences and hopes for virtual teaching. They know that their virtual community needs to improve and want to do whatever it takes to make it successful. That being said, there are a mix of attitudes towards virtual teaching in general. Some of the teachers have expressed that they are less comfortable with their systems and their ability to reach students in the virtual setting. Since all of my learners are classroom teachers, I will need to design my instruction to work around their teaching schedule.

Learning Environment

The instruction for this will be completed online due to the distance and availability of the learners. The content area of focus is building a virtual classroom community. Learners will access the coursework through the internet using their computer. They will interact with each other through online discussions and be able to interact with the instructor through the board, reflections or by email.

Key Components

This mini instructional unit focuses on three lessons related to helping teachers strengthen their relationships with their students in a virtual setting. Each lesson is covered in an hour-long session, for a total unit length of three hours. The instruction will be completed online and asynchronous so learners can fit it into their schedule. Ideally this unit could be completed in one

day with short breaks between sessions, but learners can pace themselves to complete one lesson

a day as well. The instructional sequence is as follows: start of class procedures, live lesson

interactions, and giving individual feedback. This was designed to model the natural flow of the

interactions a teacher will experience while teaching virtually.

   The instructional plan uses the constructivism theory because it addresses the needs of the

learner group, provides learners the opportunity to apply learning to a real-world scenario, and

gives opportunities to collaborate and for self-guided discovery. The learner group is composed

of experienced teachers who have previous experience establishing classroom community. They

do not need to memorize facts. They have previously demonstrated that they are motivated to

solve the specific problems with their classroom community, so they do not need

reward/punishment reinforcement. Each teacher has different learning needs based on their

classroom set up, students and their own personality. Throughout the lesson teachers can keep

returning to their real-world virtual classroom for inspiration. They can design their welcome

screen and answer the reflection questions with their students in mind. Learners will be able to

brainstorm ideas and problem solve with fellow educators in the same situation as them.

Learners also have time to work independently to focus on their own needs and reflect on what

they want for their own classroom.

   The instructional plan uses the Teaching for Design Theory is the most beneficial to the

specific learning situation because learners are focused why the lesson is important. Through

reflection the learners are evaluating the learning options and making it work best for their real-

world classroom. Learners are also given opportunities throughout the lesson to share their

thought process with peers and the teacher.

For each lesson within the instructional unit, the lesson follows the five major learning components of the Dick and Carey model. Each lesson begins with a pre-instructional activity that seeks to gain the attention of the learners through a hook. From there, the instructor presents the content in a mix of exploration and examples. Learners then participate by discussing or brainstorming. To assess learners understanding of the topic they are asked to create models, share their ideas and explain their thought process to the group. As follow-through activities the learners will go apply their new knowledge to their real classroom and reflect.

For this instructional unit, learners will need paper, a computer, sample warm up slide, chart template, and list of types of feedback.

Lesson Plans

In the first lesson the learners are able to provide connect to the lesson by designing the plan for the start of their virtual class period. Learners are given the opportunity to brainstorm and collaborate with fellow learners on questions. These instructional strategies support the Constructivism learning theory because the learners are applying the lesson to their real virtual classroom and provide them the opportunity to generate ideas.

In the second lesson the learners are able to brainstorm with other learners on how to implement the different types of student response. From there learners can self-reflect on what will work best for their specific group of students and live session set up. These instructional strategies support the Constructivism learning theory because the learners are applying the lesson to their real virtual classroom and provide them the opportunity to generate ideas.

In the third lesson the learners are able to provide connect to the lesson by analyzing and reflecting on the types of feedback they can provide in the virtual setting. This instructional

strategy supports the Constructivism learning theory because the learners are applying the lesson to their real virtual classroom and provide them the opportunity to generate ideas.

Assessing Student Performance

Learners will be assessed throughout the unit by practicing creating and identifying what will work for their specific classroom. It is expected that learners will complete follow-through activities where they try the concepts in their real classroom and reflect on the experience.

For the first lesson, learners will design their own welcome screen template and write out their plan for the first five minutes of class. Within a week, learners will use their new beginning of class procedure in their actual virtual classroom at least once. Afterwards they will reflect on the success of it on their paper or in their notebook.

For the second lesson, learners will fill out a chart with at least 5 examples of how they can elicit the three types of responses from their students. Learners will attempt the three student responses during a live teaching within the week. Afterwards they will reflect on the success of the attempts on their paper or in their notebook.

For the third lesson, learners will share their top three ways they plan on providing feedback and explain why those will work best for their classroom. Learners will attempt at least one type of feedback within a week. Afterwards they will reflect on the success of it on their paper or in their notebook.

<div align="center">Lesson Plan #1 Title: Start of class procedures</div>

Performance Objective: Using Canva, learners will design a welcome screen to display at the start of class with what students need to accomplish at the start of class. Using a padlet, learners will know of at least ten questions for students to engage with other students at the start of class.

Time: 60 minutes

Step 1: Pre-Instructional Activities: Hook – model first five minutes of virtual class

Learners are reflecting on the hook in their notebook by responding to the following questions in the discussion post in Google Classroom:

- If you were a student would you feel engaged?

- If you were a student, are there clear directions on what you should do?

Step 2: Content Presentation:

Review the various strategies demonstrated in the hook: clear directions, sound, attention getter, routine. A prerecorded video of the presentation will be available in the Google Classroom

As we go the learner will respond to these questions in an attached google document:

- What do I as the teacher need to accomplish in the first five minutes of class?

- What do I need to do to create an inviting environment, especially if I cannot always greet each student individually?

Step 3: Learner Participation: Learners will brainstorm different questions to ask students at the start of the virtual class to start conversation. They will share these questions in a Padlet.

Step 4: Assessment: Learners will design their own welcome screen template and write out their plan for the first five minutes of class.

Step 5: Follow-Through Activities: Within a week, learners will use their new beginning of class procedure in their actual virtual classroom at least once. Afterwards they will reflect on the success of it on the google form in Google Classroom.

Lesson Plan Summary: This lesson plan is written in the Constructivism learning theory. The instructional strategies are based on Teaching for Understanding which links well to constructivism. In this lesson in particular the learners are able to provide connect to the lesson by designing the plan for the start of their virtual class period. Learners are given the opportunity to brainstorm and collaborate with fellow learners on questions. These instructional strategies

support the Constructivism learning theory because the learners are applying the lesson to their

real virtual classroom and provide them the opportunity to generate ideas.

Resources or Materials Needed: computer, Google Classroom, sample warm up slide, Canva

account, Google Form, Padlet, Start of class hook video, Start of class procedures video, Canva

how to video. All can be accessed from the Google Classroom: Virtual Classroom Community

Training under the Topic: Lesson 1 – Start of class procedures. Login information to view the

classroom:

Link- https://classroom.google.com/c/MTg2ODc3MDc2MzAx

Google Account – juliephegleywgu@gmail.com

Password – WGUpassword

<div align="center">Lesson Plan #2 Title: Live lesson interactions</div>

Performance Objective: Using a chart, learners will list at least three types of student responses

during a live lesson and brainstorm at least two examples of how learner can elicit those

responses from students.

Time: 60 minutes

Step 1: Pre-Instructional Activities: Hook – model a nonresponsive classroom with a frustrated

teacher.

Learners are reflecting in a Google Classroom discussion by responding to the following

questions:

- If you were a student would you feel comfortable in this classroom?

- What role does the teacher's attitude play in students' wiliness to respond?

- What is one thing the teacher could have done differently?

Step 2: Content Presentation: Model the various verbal and nonverbal responses that the teacher in the hook could have used:

- Verbal – Responding in the chat, online notebook, team and/or competitive games, asking questions, asking for help, and individual breakout rooms

- Nonverbal - Reactions/feedback, polls, screen sharing, and body language

As we go the learner will respond with at least 3 responses they want to focus on using.

Step 3: Learner Participation: Learners will share what responses they wanted to focus on. In a group discussion they will brainstorm ways they can elicit that response from their students.

Step 4: Assessment: Learners will fill out a chart in Google Classroom with at least 5 examples of how they can elicit the three types of responses from their students.

Step 5: Follow-Through Activities: Learners will attempt the three student responses during a live teaching within the week. Afterwards they will reflect on the success of the attempts using the Google Form in Google Clssroom.

Lesson Plan Summary: This lesson plan is written in the Constructivism learning theory. The instructional strategies are based on Teaching for Understanding which links well to constructivism. In this lesson in particular the learners are able to brainstorm with other learners on how to implement the different types of student response. From there learners can self-reflect on what will work best for their specific group of students and live session set up. These instructional strategies support the Constructivism learning theory because the learners are applying the lesson to their real virtual classroom and provide them the opportunity to generate ideas.

Resources or Materials Needed: computer, google Classroom, Frustrated Teacher video, feedback chart, Live Lessons video, Google form reflection. All can be accessed from the

Google Classroom: Virtual Classroom Community Training under the Topic: Lesson 2 – Live

lesson interactions. Login information to view the classroom:

Link- https://classroom.google.com/c/MTg2ODc3MDc2MzAx

Google Account – juliephegleywgu@gmail.com

Password – WGUpassword

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Lesson Plan #3 Title: Giving individual feedback

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Performance Objective: Using a piece of paper or notebook, learners will identify at least five types

of feedback they can provide their students. Given a list of types of feedback, learners will be able to

explain the effectiveness of at least three types of feedback.

Time: 60 minutes

Step 1: Pre-Instructional Activities: Hook – Examples of Feedback: The Good, the Bad, and

the Lazy YouTube video. Learners are asked to describe how the examples make them feel.

Step 2: Content Presentation: The instructor will discuss the various types of feedback: audio,

video, text response, whole group, email with student and/or parent, conferencing, and

walkthroughs. Good feedback should be personalized, clear expectations on how to

correct/improve work, and timely. This presentation will be recorded and uploaded as a

YouTube video to the Google Classroom.

Step 3: Learner Participation: With the Effectiveness of Feedback worksheet in Google

Classroom, learners will reflect on the effectiveness and feasibility of the them for their

classroom.

Step 4: Assessment: Learners will share their top three ways they plan on providing feedback

and explain why those will work best for their classroom in a group discussion in Google

Classroom.

Step 5: Follow-Through Activities: Learners will attempt at least one type of feedback within a week. Afterwards they will reflect on the success of it using the Google Form linked in the Google Classroom.

Lesson Plan Summary: This lesson plan is written in the Constructivism learning theory. The instructional strategies are based on Teaching for Understanding which links well to constructivism. In this lesson in particular the learners are able to provide connect to the lesson by analyzing and reflecting on the types of feedback they can provide in the virtual setting. This instructional strategy supports the Constructivism learning theory because the learners are applying the lesson to their real virtual classroom and provide them the opportunity to generate ideas.

Resources or Materials Needed: computer, google classroom, Examples of Feedback: the Good, the Bad, and the Lazy YouTube video, Giving Feedback YouTube video, Effectiveness of Feedback worksheet, Google Form reflection. All can be accessed from the Google Classroom: Virtual Classroom Community Training under the Topic: Lesson 3 – Giving individual feedback. Login information to view the classroom:

Link- https://classroom.google.com/c/MTg2ODc3MDc2MzAx

Google Account – juliephegleywgu@gmail.com

Password – WGUpassword

Set Up of Technology

I have selected to use Google Classroom, Facebook Group – Teaching in 2020-2021: Creative Ideas, and Canva to integrate into my instructional unit.

Google Classroom

The google classroom is already created and contains all of the resources an instructor would need to teach the instructional unit. Once added as an instructor they would not have to prepare anything additional prior to beginning their instruction. The only thing they would need to do would be provide the join code to the students prior to the first lesson. From there they can teach and assess learners' progress as they electronically submit their assignments. To join as a teacher I would add them as a co-teacher or give them access to my second account. Login information to view the classroom:

Link- https://classroom.google.com/c/MTg2ODc3MDc2MzAx

Google Account – juliephegleywgu@gmail.com   Password – WGUpassword

Facebook Group – Teaching in 2020-2021: Creative Ideas

For the Facebook Group – Teaching in 2020-2021: Creative Ideas an instructor can search the Facebook group for community building examples without joining the group because it is a public Facebook group. In order to pose a question or comment they will need to join the Facebook group. They would join by following the link https://www.facebook.com/groups/280785256551646 and requesting to join the group. Most people are accepted within twenty-four hours.

Canva

For Canva, an instructor would need to create a free account. From there they can use the premade template I provided by following the link:

https://www.canva.com/design/DAELd1bm8Zo/T_tqkZtsYZOGo442wDnHZA/view?utm_content=DAELd1bm8Zo&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton&mode=preview. If they wanted to create additional templates, they could use the premade template as a starting point. The template is also already linked in Google Classroom for the learners to use without additional templates being created.

Technology supporting instructional methods and strategies

The productivity resource, Google Classroom will be used as the structure for the entire unit. It will help break down the various lessons to help learners stay on track. Additionally, it will provide the location for learners to share their thoughts, through discussions and reflections. It makes it possible for learners to access the learning on their schedule and helps provide privacy to the learners.

The research resource, Teaching in 2020-2021: Creative Ideas Facebook page will be used throughout the unit to provide additional ideas and suggestions of activities to my learners. I used it to help create the suggestions of questions for Lesson 1 Task 3. I can also share it at the end of the unit as a resource for learners to use as they continue throughout the school year.

The additional resource, Canva will be used during Lesson 1 Task 4. When learners are working on their own welcome screen, during the assessment portion, they will be able to customize a template from Canva. This streamlines the process of designing a welcome screen for the learners, so they can focus on the content.

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